

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:
Puppetry/*Moby Dick*

Grade:
3
Special Education

Contributor, School:
Deborah Angelonga, Cedar Chapel Special School

Time Frame:
Three 45-minute
sessions

State Curriculum Content Standards, Indicators, Objectives

Visual Art Content Standard(s)

1.0 Perceiving and Responding: Aesthetic Education
Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.
3.0 Creative Expression and Production
Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Reading/English Language Arts Content Standard(s)

3.0 Comprehension of Literary Text
Students will read, comprehend, interpret, analyze, and evaluate literary text.

Visual Art Content Indicator(s)

1.3 Apply the elements of art and principles of design to develop personally meaningful compositions.
3.1 Create images and forms from observation, memory, imagination, and feelings.

Reading/English Language Arts Content Indicator(s)

3.3 Use the elements of narrative text to demonstrate understanding.

Visual Art Content Objective(s)

1.3.b Select and use principles of design, such as pattern, contrast, repetition, balance, rhythm/movement, and emphasis, to give personal meaning to visual compositions.
3.1.a Experiment with art media, processes, and techniques to generate ideas and express personal meaning.

Reading/English Language Arts Content Objective(s)

3.3.d Identify and analyze the characters.

Objective(s) (Connecting the content areas)

Students will create a puppet based on a character in *Moby Dick* and identify physical characteristics.

Visual Arts Vocabulary

puppet, 3-D, exaggeration

Reading/English Language Arts Vocabulary:

Ishmael, Queequeg, teacher, harpooner, Captain Ahab, Starbuck, 1st Mate, Moby Dick, white whale, peg leg, tattoo, blow hole

Prior Knowledge Students Need for This Lesson

Visual Arts

None

Reading/English Language Arts

- *Moby Dick*
- Listened to the story
- Know the characters of the story
- Know the sequence the story

Materials and Resources

Materials and Resources for the Class

- Blank white puppet form
- Safety or adaptive scissors
- Multicolored felt pieces
- Multicolored paper
- Multicolored yarns
- Markers
- Sequins
- Various pieces of fabric
- Glitter
- Glue

Materials and Resources for the Teacher

- Familiarity with characters in *Moby Dick*
- Basic library and Internet research skills

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Prior to the Lesson

Students will have listened to a recording of the novel *Moby Dick*. They have been exposed to the book's characters. They have sequenced the events of the story. They have answered comprehension questions during reading.

Lesson

- The teacher will work with the students to identify the main characters of the story.
 - Students will identify characters: Captain Ahab, Ishmael, Queequeg, Starbuck, and Moby Dick.
 - Students will identify each character's actions and three (3) physical characteristics of each character.
 - Students will select a character they would like to represent as a puppet.
 - The teacher will provide a few examples of puppets, either through pictures or real puppets.
 - The teacher will demonstrate/model how to make a puppet using collage materials for texture and exaggeration.
 - The teacher and classroom assistant will work with two students to assemble a puppet. (Students will work independently, if able. Some will need hand-over-hand assistance.)
 - Students will each receive a blank puppet form and will utilize various materials of their choice to create their own character puppets.
 - Students will complete the puppets using selected materials and focusing on exaggeration.
 - Students will use their puppets to retell the story.
-

Closure/Summary

Students will evaluate their own puppets by identifying the physical characteristics of the chosen characters.

Assessment (Description/Tools)

- Teacher observation
 - Checklist for puppet based on identified criteria, such as: identified physical characteristics, exaggeration, use of materials
-

Lesson Extensions

- Each student will compare his/her project to those of classmates. Each student will remark positively about the work of classmates.
- Utilizing adaptive voice output equipment, students may create a single puppet production involving all of the puppets.